



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7020 W. Ocotillo Road, Glendale, AZ 85303

Glendale Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Michele R. Mitchell
Schedule : 07:00 AM to 04:00 PM
Grades : Pre-K-3
Web Address : www.gesd40.org
Phone Number : (623) 842-8214
Fax Number : (623) 842-8388
E-mail : mmitchell@gesd40.org

Mission

Desert Garden Elementary School provides a safe, respectful, caring, yet rigorous, learning environment that accepts and challenges every child. Clearly articulated high academic and behavioral expectations are the norm and are supported by the staff, students and community. All children receive balanced literacy and mathematics instruction with interventions provided for all falling below and approaching grade level expectations. Character Counts is the focus of our behavioral expectations.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Provide literacy instruction utilizing the "Four Blocks" model to focus on standards and skills, language/vocabulary acquisition and relevant, engaging content to ensure 10 percent more of the students meet and exceed standards at each grade.
- ü Provide "balanced mathematics" instruction to focus on mastery of standards and skills, language/vocabulary acquisition and relevant, engaging content to ensure 5 percent more of our students meet and exceed standards at each grade level.
- ü Increase daily attendance by one percent by engaging students and parents in an effort to provide a learning environment that meets the needs of all students and assures optimal educational opportunity.
- ü Provide a level of intervention programming during and after school that assures that 90+ students that 'all Far Below' or 'Approaches' will receive re-teaching outside of the regular instructional program in order to meet academic standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 774
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 10

Desert Garden Elementary School

Instructional Programs

- ü Four Blocks Balanced Literacy Model
- ü Standards-Based Balanced Mathematics
- ü Preschool/Academic Full-Day Kindergarten
- ü Sheltered English Immersion/SIOP
- ü GEO/21st Century Learning Community
- ü Reading Intervention Specialist
- ü ELL Compensatory Education
- ü Differentiated Gifted/Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/7/2006

Shared Responsibilities

School

The school's responsibility is to provide a rigorous, motivating, child-centered academic learning environment that is healthy and safe. Additionally, it is the schools responsibility to communicate student progress and needs to parents in a timely and effective manner. We want Desert Garden Elementary School to be an inviting place for students, parents and the community.

Parents

Parents are expected to prepare their children to attend school by instilling positive attitudes toward learning and behavior; encouraging regular attendance, communicating regularly with school personnel and supporting their child's learning effort.

Transportation Policy

We are a walking school with the exception of our special education students who are provided transportation services as required by their Individual Education Plans.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Arizona State Tobacco Prevention Grant	2005
ü Arizona Congress of Parents and Teachers Award	2005
ü Arizona Arts Award Grantee	2005
ü 21st Century Community Learning Centers Grant	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	153	1566	80010	99	100	99	428	428	447	17	19	10	24	26	18	54	48	53	5	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	766	38935	97	99	99	418	427	447	21	19	9	26	25	19	51	48	55	1	8	17
Male	77	799	40974	100	100	98	437	428	448	13	18	11	22	27	18	57	47	52	8	8	19
African American	34	143	4201	100	100	99	418	415	430	21	27	17	32	27	23	44	43	51	3	2	9
Hispanic	95	1099	34545	99	100	99	427	426	432	19	19	14	22	26	24	55	49	53	4	6	9
Asian/Pacific Islander	NC	39	2068	NC	100	99	NC	445	474	NC	15	4	NC	23	10	NC	28	50	NC	33	36
American Indian/Alaskan Native	NC	34	3979	NC	94	96	NC	426	424	NC	15	17	NC	32	30	NC	44	47	NC	9	6
White	17	249	35142	100	99	99	447	443	465	6	12	5	29	26	11	53	46	56	12	16	28
Students with Disabilities	16	213	10161	94	100	93	414	396	419	19	43	28	38	35	28	44	22	36	NA	0	8
Students without Disabilities	137	1353	69849	99	100	100	429	432	451	17	15	7	23	24	17	55	52	56	5	9	19
Limited English Proficient Students	40	608	14013	91	96	97	420	421	413	20	22	24	25	26	34	55	47	39	NA	4	3
Migrant Students	NC	38	603	NC	97	96	NC	423	417	NC	21	22	NC	29	32	NC	42	42	NC	8	4
Economically Disadvantaged	131	1243	39029	98	98	98	426	424	432	18	20	14	24	27	25	56	47	52	2	6	9
Non-Economically Disadvantaged	22	323	40981	100	100	100	440	441	462	14	12	6	23	23	13	45	49	54	18	16	27

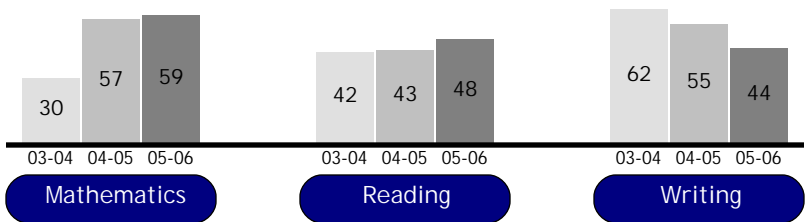
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	152	1565	79438	98	100	98	426	425	451	20	22	9	32	32	24	46	42	56	2	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	766	38775	96	99	99	425	431	457	19	18	7	33	31	22	47	46	58	1	5	13
Male	77	798	40560	100	100	97	427	420	446	22	26	12	30	32	25	45	39	54	3	3	9
African American	33	142	4178	97	100	98	419	416	439	21	25	13	39	38	29	36	36	52	3	1	6
Hispanic	95	1099	34297	99	100	98	427	422	434	20	24	14	31	32	31	48	41	50	1	3	5
Asian/Pacific Islander	NC	39	2063	NC	100	99	NC	441	475	NC	5	3	NC	38	15	NC	49	63	NC	8	20
American Indian/Alaskan Native	NC	34	3940	NC	94	95	NC	425	429	NC	15	14	NC	44	36	NC	35	47	NC	6	3
White	17	249	34887	100	99	98	437	443	471	24	18	4	18	22	15	53	51	63	6	10	18
Students with Disabilities	15	211	9588	88	99	88	387	374	416	60	64	30	20	25	32	20	10	34	NA	0	5
Students without Disabilities	137	1354	69850	99	100	100	430	432	456	16	16	7	33	33	23	49	47	59	2	4	12
Limited English Proficient Students	40	609	13856	91	96	96	418	415	407	25	27	27	33	34	43	40	38	29	3	1	1
Migrant Students	NC	38	600	NC	97	96	NC	423	418	NC	24	22	NC	37	38	NC	37	39	NC	3	2
Economically Disadvantaged	130	1242	38685	98	98	97	425	421	435	20	24	14	32	33	32	46	41	50	2	3	5
Non-Economically Disadvantaged	22	323	40753	100	100	99	429	441	467	23	16	5	27	25	16	45	50	62	5	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	153	1564	79971	99	100	99	407	398	423	10	13	8	45	51	41	42	35	49	2	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	768	38974	99	99	99	420	412	437	8	9	5	35	45	33	55	45	57	3	1	4
Male	76	795	40895	99	100	98	394	385	410	13	17	10	55	57	47	30	26	41	1	1	2
African American	34	142	4203	100	100	99	415	397	411	6	11	11	53	60	45	38	28	43	3	1	2
Hispanic	95	1097	34481	99	99	99	403	397	410	13	14	10	41	50	46	44	36	43	2	1	1
Asian/Pacific Islander	NC	39	2067	NC	100	99	NC	399	449	NC	13	4	NC	46	28	NC	41	60	NC	NA	8
American Indian/Alaskan Native	NC	34	3995	NC	94	96	NC	395	409	NC	15	10	NC	47	47	NC	38	42	NC	NA	1
White	17	250	35150	100	100	99	402	403	437	12	13	5	59	51	35	29	35	56	NA	1	5
Students with Disabilities	16	214	10258	94	100	94	369	344	377	25	36	23	63	53	51	13	10	25	NA	NA	1
Students without Disabilities	137	1350	69713	99	100	100	412	406	429	9	10	5	43	50	39	46	39	52	2	1	3
Limited English Proficient Students	40	607	13985	91	96	97	400	387	382	13	18	18	43	49	54	40	32	27	5	1	0
Migrant Students	NC	38	608	NC	97	97	NC	389	389	NC	16	16	NC	55	50	NC	29	33	NC	NA	0
Economically Disadvantaged	132	1243	38994	99	98	98	406	395	409	10	14	10	46	51	47	42	34	41	2	0	1
Non-Economically Disadvantaged	21	321	40977	95	100	100	418	409	437	14	11	5	38	48	34	43	39	56	5	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	35	NA	58	100	35	34	47	100	27	28	46
	Language	95	36	34	50	100	35	36	47	100	28	32	48
	Mathematics	94	50	47	64	100	42	39	50	100	39	39	52
3	Reading	95	32	NA	55	100	25	32	44	100	27	27	46
	Language	96	39	42	61	100	28	32	44	100	28	28	46
	Mathematics	99	35	39	61	98	35	38	51	100	37	37	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Desert Garden Elementary School

School Site Council

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 5 Teacher(s)
 1 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

Ü Academic Goal Setting
 Ü School Improvement Planning
 Ü Curriculum Development/Research
 Ü Community/Parental Involvement
 Ü Accountability measures
 Ü Resource Distribution

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	41.00
Other Professional Staff	2.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	10	1	0	0
7 to 9 years	8	3	0	0
10 or more years	0	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

Ü Media Center/Studio Library/Computer Lab	Ü Playgrounds/Sports Fields
Ü Cafeteria/Auditorium	Ü Art rooms

Extracurricular Activities

Ü 21st Century/GEO Academic tutoring	Ü Sports
Ü Student Council	Ü Girl Scouts
Ü Parent/Student learning	Ü ELL Compensatory Education
Ü Technology classes	Ü Educational Field Trips

Social Services

Ü Counseling Services	Ü Crisis Intervention/Risk Assessment
Ü Psychological Assessment	Ü Summer Nutrition
Ü Access to Health Services Clinic	Ü Nursing services
Ü Social Worker	Ü Second Step prevention curriculum

Desert Garden Elementary School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Desert Garden implemented a school improvement process that led to articulating a new mission, and identifying goals for improving student literacy and mathematics instruction and achievement at every grade. Teams continually review the site plan.
- ü Parents were invited to and attended monthly assemblies and family curriculum nights throughout the school year. This included hands-on math, family reading and a science fair. PTA participated in the schoolwide activities.
- ü Desert Garden's GEO 21st Century After School program provided over 225 children academic tutoring and compensatory education for English Language Learners which resulted in increased student achievement.
- ü Desert Garden implemented the RODEL MAC-RO mathematics program for all 3rd grade students thus increasing our math achievement in excess of our goal for the year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Desert Garden believes that all students can demonstrate positive behaviors that create a safe and productive learning community. We intentionally teach and model desired behaviors and attitudes through programs such as Second Step, Creative Play, Responsible Thinking and Drug Prevention activities.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Michele R. Mitchell	(623) 842-8214
Transportation Policy	Eric Kissel	(623) 842-8180
Community Resources	Dori Di Petro	(623) 842-8100
School Nutrition Programs	Barry Leimkueller	(623) 842-8120
Parent Organization	Celeste Laycock	(623) 842-8214
Student Health/Nurse	Vanessa Enlow	(623) 842-8214

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.